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ABSTRACT

The Navy's Associate Degree Completion Program was set up as a career incentive to retain able enlisted men in critical ratings whether ashore or at sea. It aims to increase their value to the Navy and their chances for promotion. The author feels the community/junior college is the best answer to the problem of providing technical, vocational, or subprofessional training for Navy personnel, especially those aspiring to officer rank. Just as the business community exchanges benefits with local colleges, so, he feels, could the Navy cooperate with those near its installations. Unless special equipment is required, classes can be held on campus or on the base. If held on the base, they eliminate transportation and scheduling problems for men on normal duty hours. In some places, facilities of affiliated colleges are available and the U.S. International University plans to expand to other continental and overseas sites. Sometimes credit is given for naval courses related to the college's regular program and residence requirements can be modified. Transfer, with full credit for Navy programs, would encourage more men to continue their education--at least to the associate degree level. Seminars, workshops, and the like, as well as full-credit courses, would also be useful. The college, in turn, can often profit by using the many highly-qualified Navy men to teach such courses as oceanography, electronics, astronomy, mathematics, foreign languages, physics, personnel management, and geopolitics. (HH)

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EDUCATION: A RECIPROCAL CIVIC - MILITARY OBJECTIVE

by G. B. Tamburello

Recent American campus scenes which reflect anti-Vietnam and other anti-military attitudes by student and faculty minorities would indicate that now is an inopportune time to develop closer relations between military installations and local colleges and universities. The sporadic nature of the incidents led by radical minority groups and by professional agitators should not deter any military base from establishing closer relationships with institutions of higher learning. Many administrators in these institutions do recall the excellent rapport that existed during World War II when many college educational facilities and resources were utilized in support of emergency national military training and research requirements. Federal funds to support the educational needs of the returning serviceman and the subsidization of campus construction programs in the post World War II years further fostered the mutual dependency between government and institutions of higher learning. There exists much more good will on campuses throughout our country than the communications media would lead us to believe. It is incumbent on each military commander, therefore, to seek out college administrators for the purpose of developing more cordial working relationships between the military and the institutions of higher learning.

How can colleges and universities assist in the realization of military long-range educational objectives? The December 1967 issue of "All Hands" lists the following objectives:

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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That all Navy enlisted personnel entering the Navy without a secondary school education have the opportunity to earn at least a high school diploma or equivalent.

That all career-designated, career-motivated enlisted personnel who are qualified to pursue an advanced educational program have the opportunity to continue their formal education leading to an associate degree.

That all commissioned officers have an opportunity to earn a baccalaureate degree and, further, that personnel demonstrating the qualifications have an opportunity to work on advanced graduate programs commensurate with their military duty assignments.

Most of the Navy officer undergraduate assignments are satisfied through the Officers' Degree Completion Program and the Undergraduate Education Program. The Officers' Degree Completion Program provides an opportunity for the officers who lack less than a year of residency to complete the requirements for the baccalaureate degree. The Undergraduate Education Program is designed to raise the educational level of naval officers who cannot complete requirements for the baccalaureate degree within a one year period.

While most officers have been able to pursue college programs at public and private institutions, college opportunities for enlisted

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personnel have been limited. The only avenue for the enlisted man to obtain college level training is through the Naval Academy or the Naval Enlisted Science Education Program.

Where can the enlisted man turn if he cannot qualify for the NESEP or the Naval Academy? What provisions are there for the high school dropout? What opportunities are there for the recently promoted warrant officers or limited duty officers? Only recently have planners realized that the Navy could not continue to educate line officers and neglect the warrant officer, limited duty officer or enlisted man. Prior to this time enlisted personnel could receive their education only by personal financing or by utilizing the provisions of the World War II G.I. Bill. Enrollment in correspondence or extension courses, participation in on-the-job training and assignment in the Navy training schools were the only other means of self-improvement.

Our modern Navy, equipped with guided missiles and nuclear power with sophisticated fire control and communications systems have placed a premium on additional education for the career enlisted man. He must keep pace not only with expanding technology, but also in the critical areas of management and supervision.

The Program for Afloat College Education (PACE), established for certain ships and isolated shore stations, originally was designed to relieve the FBM crews of boredom while simultaneously improving their education. This program which will be available to all units of the fleet by 1970, is operated under the auspices of Harvard University, San Diego

State College, the University of Hawaii, and the University of South Carolina. Those who complete the course in the PACE program will gain the equivalent of two years of college.

The Navy's Associate Degree Completion Program (ADCOP) was recently established as a career incentive to retain outstanding enlisted personnel in certain critical ratings whether serving ashore or at sea at the time of selection. This program, which is aimed at "providing Navy men with a better appreciation of the quality of American life as well as increasing their value to the Navy and improving their chances for promotion," is conducted at Pensacola Junior College, Pensacola, Florida; Palomar College, St. Marcos, California; and at Mount San Antonio College, Walnut, California.

The Associate Degree Completion Program (ADCOP) is a giant step in the proper direction, but because of costs, limits the number of enlisted men who can participate. PACE provides additional opportunities but, as with the ADCOP, is limited to those who are at sea or stationed in certain selected shore sites.

The rapid expansion of the junior college and community college concept throughout our nation offers the only solution to the problem of providing technical, vocational, semi-professional and adult training for Navy personnel, especially for the enlisted personnel who are aspiring to officer rank. Additional relief is available through Tuition Aid and the 1966 'Cold War' G.I.Bill.

In the American Two Year College, Tyrus Hillway states that the goals of a two-year college are to:

Prepare personnel for eventual transfer to a 4-year college.

Democratize and popularize higher education through lower tuition costs and lower entry standards.

Educate for occupational competence by improving the vocational technical and semi-professional skills of the citizens of the community.

In the past, the junior college was oriented more academically as a post-high school with a two-year curriculum, while the community college, as its name indicates, catered more to community-centered courses.

The term "community college" was suggested by the Presidential Commission on Higher Education, which, in 1947, stated that the title "community college" be applied to the institution designed to serve the educational needs of the community. "Its dominant feature, according to Mr. Hillway, is its intimate relations to the life of the community it serves."

In recent years philosophical differences between the junior college and the community college have narrowed so that today both provide collegiate and technical programs of a terminal or transfer nature.

The business community has taken advantage of the existence of local junior and community colleges because the business man is dependent upon trained manpower to operate his business efficiently and economically. The local college serves industry and commerce well by supplying the desired types and numbers of trained personnel. In return the college

can depend on community support when it is defending its budgetary requirements before the State Legislature.

There is no reason why a similar intimate relationship should not exist between Navy installations and local colleges and universities. In many communities the Navy is the largest single business enterprise.

Those military installations fortunate enough to be located near an institution of higher learning should take advantage of all the resources they can and are happy to provide.

Even though colleges will normally attempt to schedule courses on campus, maximum participation by military personnel in college programs can be achieved by requesting the college to conduct courses on the base. Most courses can be taught in existing or converted classrooms except in the areas of physics, chemistry, data programming, etc., which, of course, require special facilities and equipment. The scheduling of courses on station eliminates the vexing problem of transportation for the men. In addition, on-station courses may be convened at any time, even during normal duty hours for those courses directly related to the mission of the station.

The Naval Communications Training Center, Pensacola, Florida, has scheduled courses such as Psychology, English, Data Processing, and Mathematics taught by professors from Pensacola Junior College. These courses begin at 1500 and end at 1800. The plan has proved beneficial to the Navy, the College and, most importantly, to the man who may now spend an evening at home and return to duty the following day refreshed and alert. The Navy Times has reported a pilot program now being developed whereby career enlisted personnel may obtain college degrees by enrolling

in courses in various universities under the sponsorship of the U.S. International University. The location of the Naval Training Center at San Diego provides opportunities for use of the facilities of the affiliated universities: California Western University, San Diego City Center Campus, and the Eliot Campus near Miramar. The expansion plans of the U.S. International University to other CONUS and overseas sites are indeed exciting.

The University of West Florida and the Chief of Naval Air Training in Pensacola, Florida, have recently established a cooperative type Masters' Degree Aeronautical Engineering Program. Commissioned naval aviators attending the University divide their day between flying and studying. Under this special program, the University of West Florida grants credit for previous naval courses and training related to aeronautical engineering. Perhaps other cooperative programs on the undergraduate level can also be developed.

Goodfellow Air Force Base in San Angelo, Texas, enjoys the same excellent relationship with the Angelo State College as found in the Pensacola area between the Navy and the Junior College and University. Angelo State College has gone one step further in that a degree may be earned without full-time on-campus study. The College has received permission from the State of Texas to designate the Air Force base as an extension of the College, thereby eliminating normal residence requirements.

Negotiations with the colleges need not be limited to full-time courses. Non-credit seminars, workshops, and symposia are other forms

of instruction which are of value. Pensacola Junior College has been most cooperative in conducting seminars at the Naval Communications Training Center in such subjects as Counseling, Guidance, and Evaluation of Instruction. Further requests are being forwarded to the College to conduct seminars in Testing and Evaluation, Educational Technology, Human Relations and other management type courses.

A significant service can be given military men by working closely with the Admissions Officer and Registrar to obtain the credit for previous college work and appropriate Navy Schooling and experience through CASE (The Commission on Accreditation of Science Experience), which evaluates Navy training and education. Though the college is the final judge on accreditation, each military base can provide the college with a better understanding of the content, nature, and level of Navy training programs by supplying them with The Guide for the Evaluation of Education Experience in the Armed Forces. In this way many men who are hesitant about entering college may obtain the necessary spark that will ignite their spirit and give them confidence to continue their education -- at least to the Associate Degree level.

Proximity to higher education institutions also means additional opportunities to call on professors to lecture on specific subjects. Some will require fees but others may be obtained without compensation through the college public relations program.

Military establishments with a training mission can benefit further by encouraging those who are working in the fields of education and technology, closed circuit television, as well as training aids development and

production, to visit the local colleges. Time sharing of college and university computers should not be overlooked. Of course, be prepared to pay for such usage.

Based on the above, it would seem that only the college can provide a service. The service relationship between the college and military activity is not necessarily always one-sided. There are many highly qualified military personnel who can be employed by the college to teach in the transfer, terminal, and adult programs. Navy personnel are always available at a major installation qualified to teach oceanography, geopolitics, electronics, astronomy, physics, mathematics, personnel management, and foreign languages.

Additionally, many training activities have an expertise in multi-media usage, in-service training, programmed instruction, closed circuit television, and training aid reproductions which far exceed the capabilities of many colleges. Navy public relations will be enhanced by encouraging the local college's personnel to become cognizant of Navy resources and capabilities.

Since education should be recognized as a human resource to be developed also for the national interest and welfare, military activities should not be content to accept only what local colleges are offering for the general needs of the local populace. Since military activities are also part of the local community, higher education institutions must also cater to their interests. When the college does not assume the initiative,

it is incumbent on the military commander to invite officials to visit the military installations and to present requirements. The result will be, of course, better Navy public relations, a better image of Navy personnel, and a better training and education program for military personnel whose self-improvement will help provide a larger inventory of highly qualified personnel the modern dynamic Navy needs to keep abreast of technological and scientific improvements and advancements. Additionally, the value of both organizations to the local community will be greatly enhanced.